

Progression in Instructions

Possible outcomes:

- Recipes
- Games
- Plans
- Constructions
- routines

Purpose:

Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome is achieved. If there is a process to be undertaken, this is given in the order in which it needs to be undertaken to achieve a successful outcome – usually a series of sequenced steps.

Like all text types, variants of instructions can occur (they be for example be in pictorial rather than text based) and they can be combined with other text types. Instructions can be found in all areas of the curriculum but are found particularly in subjects such as ICT and Design and Technology.

Audience:

Children should listen to, speak, read and write instructional/procedural texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Generic text structure:

The structure of an instruction text is often (but not always):

- goal – a statement of what is to be achieved, e.g how to make a sponge cake
- materials/equipment needed, listed in order e.g 2 eggs, flour
- sequences steps to achieve the goal, e.g cream the sugar and butter
- often uses diagrams or illustrations

Progression in Instructions

Language features:

The language features of an instruction text are often (but not always):

- Written in the imperative, e.g sift the flour or 2nd person, e.g first you put...
- In chronological order, e.g first, next
- Use of numbers, alphabet or bullet points and colour to signal order
- Use of adverbs and adjectives for precision – e.g measure carefully
- Focus on the generalised human agents rather than named individuals

Knowledge for the writer:

- Before writing, be clear about what is needed and what has to be done, in what order
- Think about your readers. You will need to be very clear about what to do or they will be muddled. If they are young, you may have to avoid technical language or use simple diagrams.
- The title should explain what the instructions are about – using how to... helps, e.g How to play cricket
- In your querying you may need to say when the instructions are needed, e.g if your computer breaks down..., or for whom it is best suited, e.g Young children may enjoy this game...
- Use bullet points, numbers or letters to help the reader
- Use short clear sentences so the reader does not become muddled
- Pictures and diagrams may be helpful – both to show the process and to demonstrate the final outcome
- Use the end statements to wrap up the writing – evaluate how useful or how much fun this will be
- Make your writing friendlier by using you, or more formal by just giving orders
- Use adjectives and adverbs only when needed
- Tantalise the reader, e.g Have you ever been bored – well this game will...
- Draw the reader in with some 'selling points', e.g This is a game everyone loves...
- Make instructions sound easy, e.g You are only four simple steps away....
- Finally, ask yourself whether someone who knows nothing about this could successfully use your instructions
- Recognise that instruction texts can be adapted or combined with other text types depending on the audience and purpose

Progression in Instructions

Progression

Instructional texts are suitable for young children because:

- They need to be able to follow verbal instructions
- A single instruction is an ideal length for early reading and writing
- Even a series of instructions comprises a short text
- They relate to young children's experiences
- Creating instructions encourages logical thinking

Progression is achieved through:

- Speaking and listening preceding reading and writing
- Teacher modelling and scribing preceding children's independent attempt
- Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose
- Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- Increasing ability to evaluate texts and their own work

Children learning English as an additional language may require some support in developing:

- Accuracy and consistency in subject-verb agreements and use of prepositions, appropriate use of modals and a range of determiners
- The use of academic and technical language with abstract nouns and nouns made from other word classes
- Impersonal style and passive voice

Progression in Instructions

Year group	Progression in instructions	Grammar (to include revision from previous year groups)	
Reception	<ul style="list-style-type: none"> Listen to and follow single instructions, and then a series of instructions Give oral instructions when playing Read and follow simple classroom instructions on labels with additional pictures of symbols Attempt to write instructions on labels, for instance in role play area 	ELG <ul style="list-style-type: none"> Pupils write simple sentences that can be read by themselves and others Speaking: Pupils develop their own narratives and explanations by connecting ideas or events Speaking: Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future Pupils use their phonic knowledge to write words in ways which match their spoken sounds Some words are spelt correctly and they are phonetically plausible Pupils can write some irregular common words Pupils handle equipment and tools effectively, including pencils for writing 	Exceeding <ul style="list-style-type: none"> Pupils use key features of narrative in their own writing Speaking: Pupils recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events Pupils can spell phonetically regular words of more than one syllable Pupils can spell many irregular but high frequency words Pupils hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size

Year group	Progression in Instructions	Grammar (to include revision from previous year groups)
1	<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions Give clear oral instructions Routinely read and follow written classroom labels carrying instructions 	<ul style="list-style-type: none"> Exclamation mark Capital letters Full stops Verbs (imperative) commands

Progression in Instructions

	<ul style="list-style-type: none"> • Read and follow short series of instructions in shared context • Continue to class composition of instructions with teacher scribing • Write consecutive instructions independently 	
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Year 1 Instructions:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Simple conjunctions are used to construct simple sentences e.g and, but, then, so	1,2,3,4,5 First	<u>Noun</u> What a noun is Regular plural nouns with 'er'	Use spaces to separate words Begin to use full stops
Written in the imperative e.g sift the flour.	Imperative verbs start sentences e.g spread, slice, cut	Next After	<u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root Simple past tense 'ed'	Begin to use exclamation marks Capital letters for starts of sentences, names, personal pronouns
Use of numbers or bullet points to signal order.	Sentences do not include pronouns and are written impersonally.	Cut Move Fold Stir Colour Paint	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word <u>Conjunctions</u> Join words and sentences using and/then <u>Tense</u> Simple past tense 'ed'	Read words with contractions.

Progression in Instructions

Year group	Progression in instructions	Grammar (to include revision from previous year groups)
2	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions • Give clear oral instructions to members of a group • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and diagrams. Analyse some instructional texts and note their function, form and typical language features • Statement of purpose, list of materials or ingredients, sequential steps • Direct/imperative language • Use of adjectives and adverbs limited to giving essential information • Emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g getting to school, playing a game 	<ul style="list-style-type: none"> • Verbs • Adverbs • Commands • Exclamations • Statements • Questions • Question marks • Exclamation marks • Present tense • Third person

Year 2 instructions:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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Progression in Instructions

<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Writing is sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g slowly, quickly</p> <p>Use simple noun phrases e.g long stick</p>	<p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Slowly</p> <p>Softly</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description Add 'es' to nouns</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p>Use spaces that reflect the size of the letters</p> <p>Use full stops correctly</p> <p>Use question marks correctly</p> <p>Use exclamation marks correctly</p> <p>Use capital letters correctly</p> <p>Apostrophes for contractions</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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Progression in Instructions

Year group	Progression in instructions	Grammar (to include revision from previous year groups)
3	<ul style="list-style-type: none"> • Read and follow instructions • Give clear oral instructions to members of a group • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g lists, numbered, bulleted points, diagrams with arrows, keys • Research a particular area (e.g playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader 	<ul style="list-style-type: none"> • Prepositional phrases • Adverbial (include phrases and time conjunctions) • Commas in lists • Adjectives for precision

Year 3 Instructions:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some sentences using when, if, as etc</p> <p>Adverbials e.g When the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p>	<p><u>Noun</u> Form nouns using prefixes Nouns and pronouns used to avoid repetition</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u></p>	<p>Introduce possessive apostrophes for plural nouns</p> <p>Introduce inverted commas</p>

Progression in Instructions

		<p>With a quick pull</p> <p>Try to</p>	<p>Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> Introduce/revise adverbs Express time and cause; then, next, soon</p>	
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Year group	Progression in instructions	Grammar (to include revision from previous year groups)
4	<ul style="list-style-type: none"> In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g some recipes). Compare these in terms of audience/purpose and form (structure and language features) Write a set of instructions (using appropriate form and features) and test them out on other people. Revise and try them out again 	<ul style="list-style-type: none"> Adjectives for precision determiners

Year 4 instructions:

Progression in Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly</p> <p>Sentences include precautionary advice e.g Be careful not to over whisk as it will turn into butter</p> <p>Friendly tips/suggestions are included to heighten the engagement e.g This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials</p>	<p>Apostrophe to mark singular and plural possession</p> <p>Commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>

Progression in Instructions

Year group	Progression in instructions:	Grammar (to include revision from previous year groups)
5	<ul style="list-style-type: none"> Write a set of instructions for more complex procedures and for different audiences (using appropriate form and features) and test them out on other people. Revise and try them out again. 	<ul style="list-style-type: none"> Modal verbs Relative clauses

Year 5 Instructions:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes</p> <p>Can write imaginative instructions using flair and humour</p>	<p>Sentence length varied e.g short/long</p> <p>Wide range of subordinate conjunctions e.g whilst, until, despite</p>	<p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u></p>	<p>Consolidate all previous learning</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Progression in Instructions

			Know was an adverbial phrase is. Fronted adverbials Comma after a fronted adverbial Adverbials of time, place and number	
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Year group	Progression in instructions	Grammar (to include revision from previous year groups)
6	<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types Use the language conventions and grammatical features of the different type of text as appropriate 	<ul style="list-style-type: none"> Bullet points colons

Year 6 instructions:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning.	<p>Modifiers are used to intensify or qualify e.g insignificant amount, exceptionally</p> <p>Sentence length and type varies according to purpose</p> <p>Fronted adverbials used to clarify writers position e.g if the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g The golden pastry can be decorated with smaller pastry petals.</p>	<p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't...</p> <p>I would suggest....</p> <p>Many people at this stage...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p>	Use a wide range of punctuation throughout the writing.

Progression in Instructions

	<p>Prepositional phrases used cleverly e.g In the event of overcooking...</p>		<p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>	
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